



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: South Hiram Elementary School

SAU: RSU 55/MSAD 55

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2011-2012 NCLB Report Card



School: South Hiram Elementary School
SAU: RSU 55/MSAD 55
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	41	41	100	76	71	73	2	73	24	<1	41	0	
	2010-2011	43	43	100	47	46	70	9	37	35	19	43	0	0
Female	2009-2010	19	19	100	68	63	76	<1	68	32	<1			
	2010-2011	18	18	100	61	49	74	11	50	22	17			
Male	2009-2010	22	22	100	82	78	69	5	77	18	<1			
	2010-2011	25	25	100	36	43	66	8	28	44	20			
Caucasian/White	2009-2010	39	39	100	77	71	74	3	74	23	<1			
	2010-2011	43	43	100	47	46	71	9	37	35	19			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	1	1	100			71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010	1	1	100			66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	27	27	100	67	67	62	<1	67	33	<1			
	2010-2011	24	24	100	25	29	58	8	17	46	29			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	7	7	100		45	38							
	2010-2011	3	3	100			34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: South Hiram Elementary School
SAU: RSU 55/MSAD 55
Grade: 04



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	42	42	100	50	67	67	12	38	38	12	42	0	
	2010-2011	49	48	98	58	57	67	6	52	25	17	48	0	0
Female	2009-2010	26	26	100	50	67	71	12	38	42	8			
	2010-2011	20	20	100	65	55	72	5	60	20	15			
Male	2009-2010	16	16	100	50	67	63	13	38	31	19			
	2010-2011	29	28	97	54	60	63	7	46	29	18			
Caucasian/White	2009-2010	41	41	100	49	66	68	12	37	39	12			
	2010-2011	47	46	98	59	58	68	7	52	24	17			
African American/Black	2009-2010	1	1	100			43							
	2010-2011	0	0				40							
Hispanic	2009-2010	0	0				59							
	2010-2011	1	1	100			54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	27	27	100	37	53	56	7	30	44	19			
	2010-2011	33	32	97	50	52	56	9	41	28	22			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	5	5	100			34							
	2010-2011	6	5	83		10	29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

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2011-2012 NCLB Report Card



School: South Hiram Elementary School
SAU: RSU 55/MSAD 55
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	41	41	100	44	49	62	10	34	34	22	41	0
	2010-2011	43	42	98	48	49	61	7	40	38	14	42	0
Female	2009-2010	19	19	100	37	45	61	5	32	32	32		
	2010-2011	18	18	100	50	46	59	6	44	50	<1		
Male	2009-2010	22	22	100	50	53	63	14	36	36	14		
	2010-2011	25	24	96	46	51	64	8	38	29	25		
Caucasian/White	2009-2010	39	39	100	41	48	63	10	31	36	23		
	2010-2011	43	42	98	48	49	63	7	40	38	14		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	1	1	100			65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	1	1	100			54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	27	27	100	30	37	50	4	26	41	30		
	2010-2011	24	23	96	35	39	49	4	30	48	17		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	7	7	100		27	33						
	2010-2011	3	3	100			35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	42	42	100	50	63	62	7	43	31	19	42	0
	2010-2011	49	47	96	45	48	60	9	36	36	19	47	0
Female	2009-2010	26	26	100	54	60	62	4	50	27	19		
	2010-2011	20	20	100	30	40	60	<1	30	45	25		
Male	2009-2010	16	16	100	44	67	63	13	31	38	19		
	2010-2011	29	27	93	56	55	61	15	41	30	15		
Caucasian/White	2009-2010	41	41	100	49	62	63	7	41	32	20		
	2010-2011	47	45	96	44	48	61	9	36	38	18		
African American/Black	2009-2010	1	1	100			36						
	2010-2011	0	0				31						
Hispanic	2009-2010	0	0				45						
	2010-2011	1	1	100			48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	27	27	100	37	49	50	4	33	33	30		
	2010-2011	33	31	94	39	43	48	3	35	45	16		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	5	5	100			36						
	2010-2011	6	5	83		30	31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: South Hiram Elementary School
SAU: RSU 55/MSAD 55
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 100 M: 100	E: 99 M: 99	50	E: 55 M: 54	E: 69 M: 70	97	E: 99 M: 100	E: 99 M: 99	44	E: 49 M: 42	E: 61 M: 61	94	94	95
Caucasian/White	99	E: 100 M: 100	E: 99 M: 99	49	E: 54 M: 53	E: 70 M: 71	97	E: 99 M: 100	E: 99 M: 99	44	E: 50 M: 43	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	98	E: 99 M: 100	E: 99 M: 99	35	E: 43 M: 48	E: 58 M: 58	95	E: 98 M: 100	E: 99 M: 99	33	E: 38 M: 37	E: 48 M: 47			
Students with Disabilities	*	E: * M: 100	E: 98 M: 98	*	E: * M: 28	E: 33 M: 30	*	E: * M: 100	E: 98 M: 98	*	E: * M: 22	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: South Hiram Elementary School
SAU: RSU 55/MSAD 55



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	9	1	7	1	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.